

# About The New England Common Assessment Program

This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



## Fall 2010 Beginning of Grade 5 NECAP Tests

**Grade 4 Students in 2009-2010**

## School Results

**School:** Plummer-Motz School

**District:** Falmouth School Department

**Code:** 1057-1239



# Fall 2010 - Beginning of Grade 5 NECAP Tests

## Grade 4 Students in 2009-2010

### Grade Level Summary Report

School: Plummer-Motz School  
 District: Falmouth School Department  
 State: Maine  
 Code: 1057-1239

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

### NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				166	42	25	104	63	17	10	3	2	550	166	25	63	10	2	550	13,460	15	55	21	8	545
MATH				166	65	39	84	51	11	7	6	4	552	166	39	51	7	4	552	13,524	15	45	20	19	543
WRITING				165	21	13	62	38	77	47	5	3	543	165	13	38	47	3	543	13,435	8	35	47	10	539

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2010 - Beginning of Grade 5 NECAP Tests

## Grade 4 Students in 2009-2010

### Reading Results

School: Plummer-Motz School  
 District: Falmouth School Department  
 State: Maine  
 Code: 1057-1239

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

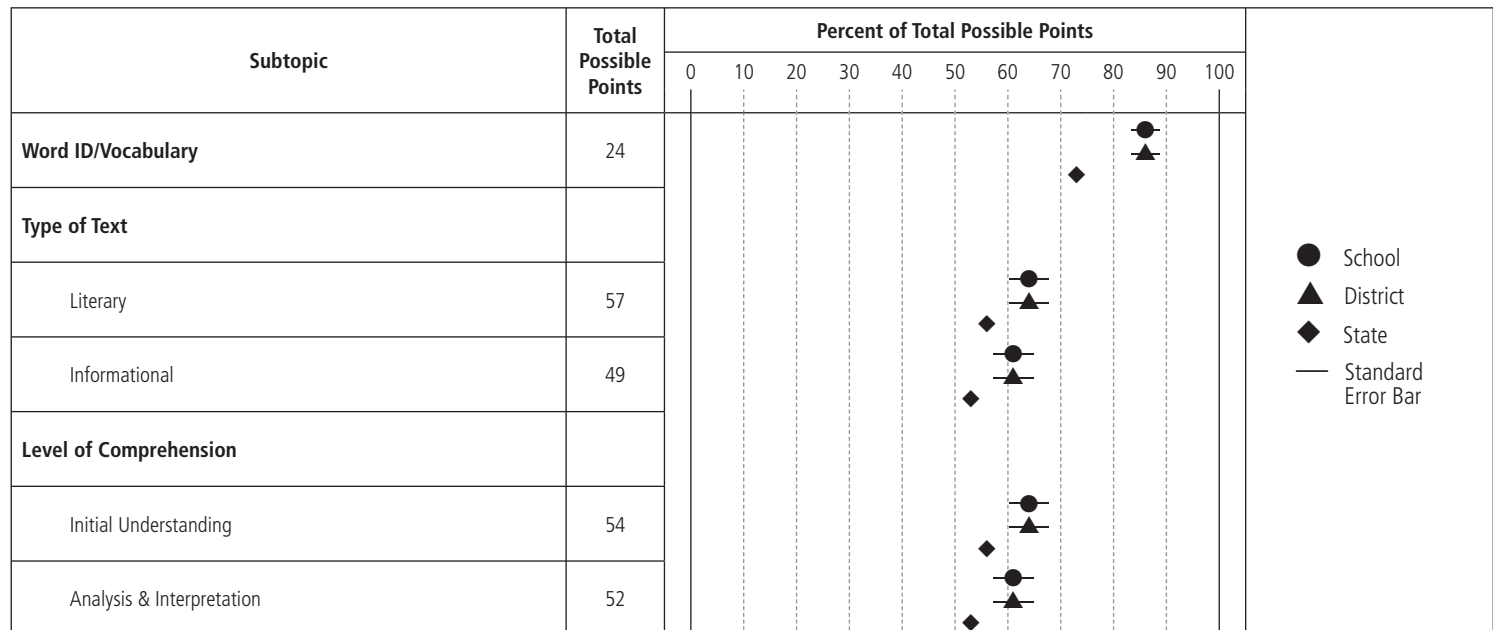
#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total				149 <b>166</b>	52 <b>42</b>	35 <b>25</b>	88 <b>104</b>	59 <b>63</b>	7 <b>17</b>	5 <b>10</b>	2 <b>3</b>	1 <b>2</b>	553 <b>550</b>
<b>DISTRICT</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total				149 <b>166</b>	52 <b>42</b>	35 <b>25</b>	88 <b>104</b>	59 <b>63</b>	7 <b>17</b>	5 <b>10</b>	2 <b>3</b>	1 <b>2</b>	553 <b>550</b>
<b>STATE</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total				13,641 <b>13,460</b>	2,058 <b>2,072</b>	15 <b>15</b>	7,796 <b>7,399</b>	57 <b>55</b>	2,776 <b>2,860</b>	20 <b>21</b>	1,011 <b>1,129</b>	7 <b>8</b>	546 <b>545</b>





# Fall 2010 - Beginning of Grade 5 NECAP Tests

## Grade 4 Students in 2009-2010

### Disaggregated Reading Results

School: Plummer-Motz School  
 District: Falmouth School Department  
 State: Maine  
 Code: 1057-1239

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				166	42	25	104	63	17	10	3	2	550	166	25	63	10	2	550	13,460	15	55	21	8	545
Gender																									
Male				88	12	14	65	74	10	11	1	1	548	88	14	74	11	1	548	6,873	11	55	24	11	543
Female				78	30	38	39	50	7	9	2	3	552	78	38	50	9	3	552	6,587	20	55	19	6	547
Not Reported				0									0						0						
Race/Ethnicity																									
Hispanic or Latino				1									1						171	14	51	25	10	544	
Not Hispanic or Latino																									
American Indian or Alaskan Native				1									1						132	12	54	23	11	544	
Asian				6									6						165	18	48	21	13	545	
Black or African American				0									0						377	7	40	27	26	538	
Native Hawaiian or Pacific Islander				0									0						16	13	75	6	6	545	
White				157	37	24	102	65	15	10	3	2	550	157	24	65	10	2	550	12,494	16	56	21	8	545
Two or more races				1									1						105	17	50	22	10	544	
No Race/Ethnicity Reported				0									0						0						
LEP Status																									
Current LEP student				3									3						359	5	37	29	29	537	
Former LEP student - monitoring year 1				1									1						17	29	65	6	0	551	
Former LEP student - monitoring year 2				0									0						7						
All Other Students				162	40	25	104	64	15	9	3	2	550	162	25	64	9	2	550	13,077	16	55	21	8	545
IEP																									
Students with an IEP				20	0	0	12	60	6	30	2	10	541	20	0	60	30	10	541	2,240	2	28	38	33	534
All Other Students				146	42	29	92	63	11	8	1	1	551	146	29	63	8	1	551	11,220	18	60	18	4	547
SES																									
Economically Disadvantaged Students				13	2	15	8	62	2	15	1	8	547	13	15	62	15	8	547	6,053	8	51	28	13	542
All Other Students				153	40	26	96	63	15	10	2	1	550	153	26	63	10	1	550	7,407	21	58	16	4	548
Migrant																									
Migrant Students				0									0						3						
All Other Students				166	42	25	104	63	17	10	3	2	550	166	25	63	10	2	550	13,457	15	55	21	8	545
Title I																									
Students Receiving Title I Services				0									0						2,208	3	44	39	14	539	
All Other Students				166	42	25	104	63	17	10	3	2	550	166	25	63	10	2	550	11,252	18	57	18	7	546
504 Plan																									
Students with a 504 Plan				2									2						239	10	59	23	8	544	
All Other Students				164	42	26	104	63	16	10	2	1	550	164	26	63	10	1	550	13,221	15	55	21	8	545

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2010 - Beginning of Grade 5 NECAP Tests

## Grade 4 Students in 2009-2010

# Mathematics Results

School: Plummer-Motz School  
 District: Falmouth School Department  
 State: Maine  
 Code: 1057-1239

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

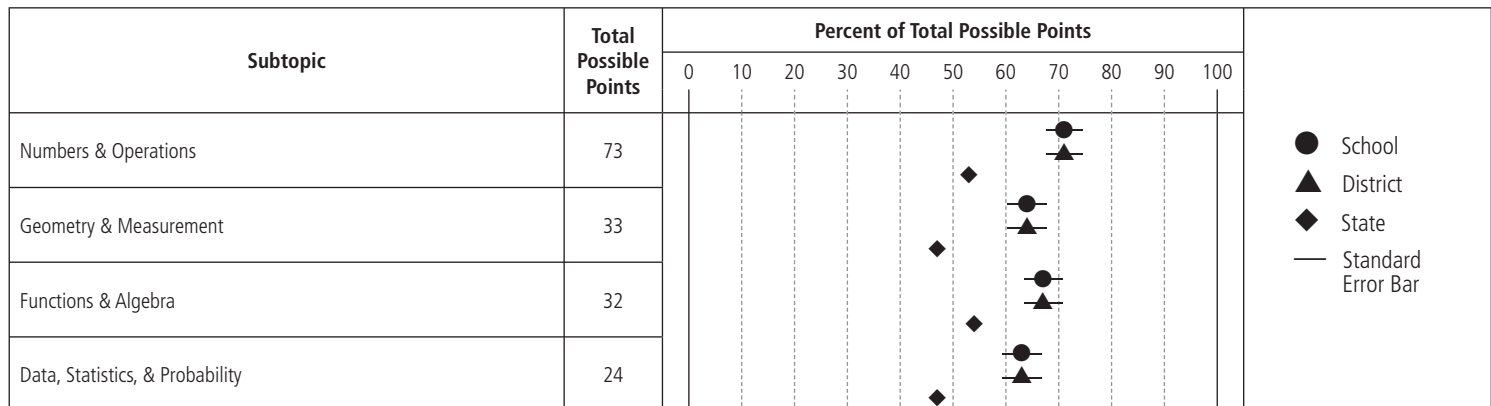
### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total				149 <b>166</b>	67 <b>65</b>	45 <b>39</b>	74 <b>84</b>	50 <b>51</b>	5 <b>11</b>	3 <b>7</b>	3 <b>6</b>	2 <b>4</b>	553 <b>552</b>
<b>DISTRICT</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total				149 <b>166</b>	67 <b>65</b>	45 <b>39</b>	74 <b>84</b>	50 <b>51</b>	5 <b>11</b>	3 <b>7</b>	3 <b>6</b>	2 <b>4</b>	553 <b>552</b>
<b>STATE</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total				13,675 <b>13,524</b>	2,399 <b>2,093</b>	18 <b>15</b>	6,271 <b>6,150</b>	46 <b>45</b>	2,461 <b>2,667</b>	18 <b>20</b>	2,544 <b>2,614</b>	19 <b>19</b>	543 <b>543</b>





# Fall 2010 - Beginning of Grade 5 NECAP Tests

## Grade 4 Students in 2009-2010

# Disaggregated Mathematics Results

**School:** Plummer-Motz School  
**District:** Falmouth School Department  
**State:** Maine  
**Code:** 1057-1239

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				166	65	39	84	51	11	7	6	4	552	166	39	51	7	4	552	13,524	15	45	20	19	543
Gender																									
Male				88	36	41	43	49	7	8	2	2	552	88	41	49	8	2	552	6,910	16	45	20	19	543
Female				78	29	37	41	53	4	5	4	5	552	78	37	53	5	5	552	6,614	15	46	20	20	543
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										1						174	6	42	26	26	539
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										1						133	18	43	18	21	542
Asian				6										6						174	21	39	17	24	543
Black or African American				0										0						407	4	28	21	47	533
Native Hawaiian or Pacific Islander				0										0						16	19	38	25	19	542
White				157	61	39	80	51	11	7	5	3	552	157	39	51	7	3	552	12,514	16	46	20	18	543
Two or more races				1										1						106	14	40	21	25	541
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				3										3						415	5	26	22	47	532
Former LEP student - monitoring year 1				1										1						17	35	53	12	0	550
Former LEP student - monitoring year 2				0										0						7					
All Other Students				162	63	39	82	51	11	7	6	4	552	162	39	51	7	4	552	13,085	16	46	20	18	543
IEP																									
Students with an IEP				20	1	5	11	55	4	20	4	20	542	20	5	55	20	20	542	2,249	3	23	26	48	534
All Other Students				146	64	44	73	50	7	5	2	1	553	146	44	50	5	1	553	11,275	18	50	19	14	545
SES																									
Economically Disadvantaged Students				13	3	23	7	54	2	15	1	8	547	13	23	54	15	8	547	6,105	8	39	25	28	539
All Other Students				153	62	41	77	50	9	6	5	3	552	153	41	50	6	3	552	7,419	22	51	15	12	546
Migrant																									
Migrant Students				0										0						3					
All Other Students				166	65	39	84	51	11	7	6	4	552	166	39	51	7	4	552	13,521	15	45	20	19	543
Title I																									
Students Receiving Title I Services				0										0						2,226	3	30	30	37	536
All Other Students				166	65	39	84	51	11	7	6	4	552	166	39	51	7	4	552	11,298	18	49	18	16	544
504 Plan																									
Students with a 504 Plan				2										2						239	15	43	23	19	543
All Other Students				164	64	39	84	51	10	6	6	4	552	164	39	51	6	4	552	13,285	15	46	20	19	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

**Note:** Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2010 - Beginning of Grade 5 NECAP Tests

## Grade 4 Students in 2009-2010

### Writing Results

School: Plummer-Motz School  
 District: Falmouth School Department  
 State: Maine  
 Code: 1057-1239

#### Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

#### Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

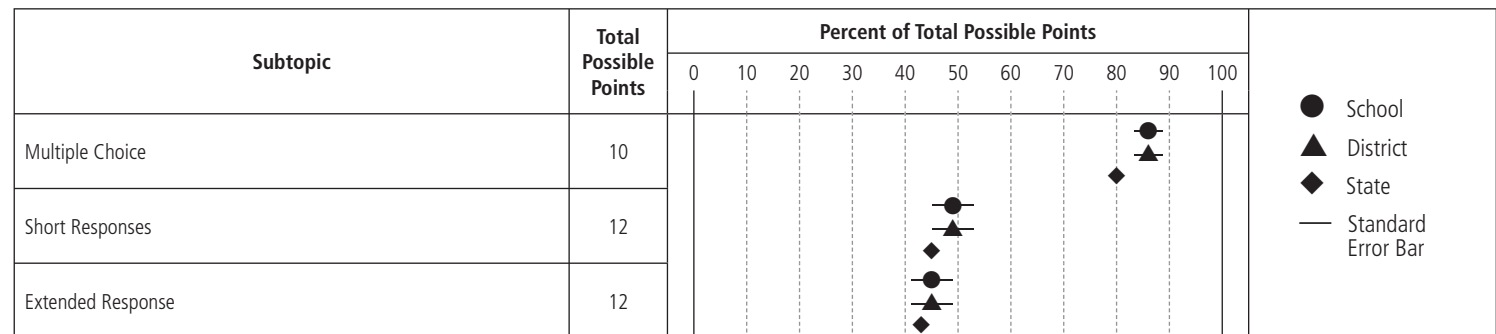
#### Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

#### Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total				165	21	13	62	38	77	47	5	3	543
<b>DISTRICT</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total				165	21	13	62	38	77	47	5	3	543
<b>STATE</b> 2008-09 2009-10 <b>2010-11</b> Cumulative Total				13,435	1,137	8	4,644	35	6,302	47	1,352	10	539







# Fall 2010 - Beginning of Grade 5 NECAP Tests

## Grade 4 Students in 2009-2010

### Disaggregated Writing Results

School: Plummer-Motz School  
 District: Falmouth School Department  
 State: Maine  
 Code: 1057-1239

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				165	21	13	62	38	77	47	5	3	543	165	13	38	47	3	543	13,435	8	35	47	10	539
Gender																									
Male				87	6	7	30	34	46	53	5	6	540	87	7	34	53	6	540	6,855	4	27	54	14	537
Female				78	15	19	32	41	31	40	0	0	545	78	19	41	40	0	545	6,580	13	42	39	6	542
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										1						169	4	36	48	12	538
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										1						132	8	35	45	11	539
Asian				6										6						166	12	34	41	13	540
Black or African American				0										0						378	4	24	46	26	534
Native Hawaiian or Pacific Islander				0										0						16	13	38	44	6	541
White				156	18	12	60	38	73	47	5	3	543	156	12	38	47	3	543	12,469	9	35	47	9	540
Two or more races				1										1						105	8	23	53	16	537
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				3										3						359	3	23	45	29	533
Former LEP student - monitoring year 1				1										1						17	12	41	47	0	544
Former LEP student - monitoring year 2				0										0						7					
All Other Students				161	20	12	61	38	75	47	5	3	543	161	12	38	47	3	543	13,052	9	35	47	10	540
IEP																									
Students with an IEP				20	0	0	1	5	15	75	4	20	532	20	0	5	75	20	532	2,232	<1	9	57	34	530
All Other Students				145	21	14	61	42	62	43	1	1	544	145	14	42	43	1	544	11,203	10	40	45	5	541
SES																									
Economically Disadvantaged Students				13	0	0	4	31	9	69	0	0	539	13	0	31	69	0	539	6,037	4	27	54	16	536
All Other Students				152	21	14	58	38	68	45	5	3	543	152	14	38	45	3	543	7,398	12	40	41	6	542
Migrant																									
Migrant Students				0										0						3					
All Other Students				165	21	13	62	38	77	47	5	3	543	165	13	38	47	3	543	13,432	8	35	47	10	539
Title I																									
Students Receiving Title I Services				0										0						2,201	2	22	61	16	535
All Other Students				165	21	13	62	38	77	47	5	3	543	165	13	38	47	3	543	11,234	10	37	44	9	540
504 Plan																									
Students with a 504 Plan				2										2						239	4	26	60	10	537
All Other Students				163	21	13	61	37	76	47	5	3	543	163	13	37	47	3	543	13,196	9	35	47	10	539

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.